

## DUBAI HEIGHTS ACADEMY



<b>Policy</b>	Child Protection Policy For Staff and Volunteers
<b>Approved on</b>	22 August 2022
<b>Approved by</b>	Principal
<b>Review date</b>	August 2023



## INTRODUCTION

All students have equal rights for care, protection, safety, and security in Dubai Heights Academy.

### AIMS

We aim to safeguard and promote the welfare of all students at the academy in compliance with local laws and the requirements set by (Knowledge and Human Development Authority (KHDA) and Dubai Health Authority (DHA)

## 1. GUIDING PRINCIPLES

- The Academy is fully responsible for the care and protection of students whilst they are in the Academy's care, or traveling to and from the Academy using Academy provided transportation means, and while moving between all activities organised by the Academy.
- The Academy will take all possible measures to protect students from any form of exploitation, abuse, oppression and insult and/or any other physical, sexual or emotional threat, danger or harm.
- Staff are responsible for further protection of the students in other aspects of academy life including:
  - ensuring that children do not get lost whilst in their care (Appendix 2 — Lost Student Procedure)
  - student safety if they are collected late from the academy at the end of the school day or following an after school extra-curricular activity (Appendix 3 — Late Collection Procedure)
  - the safety and dignity of a student if intimate care is required following an accident or injury (Appendix 4 — Intimate Care for Students). Parents give permission for assistance via a letter of understanding (Appendix 4b).
  - the safety of students through the need to restrain a student if it is believed that they are placing him/herself or other people in immediate danger (Appendix 5 — Restraint of students).
- The Academy's Principal and staff shall accept in loco parentis (in the position of a Parent/Guardian) responsibility for all students whilst they are in the Academy's care, including traveling to and from the Academy using Academy-provided transportation means, and while moving between, waiting for, and taking part in all activities organised by the Academy.
- The Academy's management implements a duty rota, which ensures the supervision of students before the start of the academy day and after academy hours.
- A Designated Person (The Designated Safeguarding Leader – DSL) with knowledge and skills in recognising and acting upon student protection concerns is the first point of contact for staff and parents when a concern is identified.
- The Designated Safeguarding Leader works in consultation with the Principal and the Academy's SENCO on all parent related child protection concerns.
- Staff with designated responsibility for student protection will attend appropriate training provided by KHDA or DHA.
- Student Safeguarding recruitment procedures (including enhanced police clearances and local security checks) are followed. The Academy ensures that all full, part-time, supply, peripatetic or volunteer staff including ancillary staff are security/background checked prior to employment/engagement.
- Any deficiencies or weaknesses in student protection arrangements will be immediately remedied.
- There are effective whole academy behaviour and anti-bullying policies.
- The Principal is kept fully informed of any concerns.
- Safeguarding procedures are followed by all staff.
- All staff receive yearly child protection training updates and new staff receive training when they join.
- The Academy ensures the provision of on-going First Aid training, and dissemination of knowledge regarding all health, safety and prevention matters so that all academy staff know what is expected of them and what to look out for with respect to the protection and safety of students (e.g. First Aid, CPR).
- Dubai Heights Academy ensures staff are appropriately trained to meet KHDA requirements and updated training is given as necessary.
- All Teaching Staff will complete additional Child Protection and Safeguarding Training Modules in accordance with KHDA teacher licencing requirements
- DHA invests in additional training programmes provided by TES CPD platform
- The Academy protects the confidentiality of reports and investigations related to any kind of student abuse and communications when dealing with relevant government entities.
- Accurate records are maintained on individual cases and these are kept in a secure, confidential place or secure on iSAMS.
- The Academy provides guidance to parents and staff about obtaining support, with an information sheet of useful numbers.

- Any members of staff concerned about a student will inform the Designated Safeguarding Leader or Principal immediately and record the child protection concern on iSAMS.
- The member of staff must records clear, concise, factual information regarding their observations and concerns on the same day.
- The Principal, in consultation with the Designated Safeguarding Leader and member of staff raising the concern, will decide whether the concerns should be referred to an outside agency.
- In the case of suspected or reported bullying or cyberbullying, the concerned member of staff should report this to the DSL / Designated Safeguarding Team and also refer to the Anti-bullying and Cyberbullying Policy for further guidance.

## **2. REPORTING OF INCIDENTS**

- The Academy will thoroughly investigate and report immediately to the relevant authorities all incidents of abuse which students may face including exploitation, violence and/or any other physical harm, sexual abuse, or any emotional threat, or harm of any kind, all of which will be referred to as “abuse of students”.
- If any such incident is proven or suspected, it is the responsibility of the Academy’s Principal, Designated Safeguarding Lead, Chair of Board of Governors and/or the Academy Owner) to:
  - Conduct an investigation as per KHDA guidance and maintain clear and scrupulous communications and actions when dealing with relevant government entities such as Dubai Health Authority, the social welfare institutions and police departments.
  - Keep relevant records and inform KHDA of such communications if so requested.
  - Where the Academy uncovers a case of severe abuse to a student outside of the Academy, it must take the matter seriously and report to the relevant police department. The Academy will take the necessary steps to protect the student, by communicating with the Parent/Guardian to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions).
  - Prepare a detailed report concerning the incident and procedures taken in this regard. This report should be kept in the student’s folder. If the abuse is a crime, the Academy is required to notify the relevant official entities
- If a child is in immediate danger (risk of serious harm), the police should be contacted using the 999 service, followed by reporting to the Ministry of Interior — Child Protection Centre within one hour upon discovery.
- No staff member shall impede or inhibit reporting of a suspected case of child abuse and/or neglect by a third party, nor shall they take any actions against the reporter or nor threaten of doing so.

## **3. RECOGNISING STUDENT ABUSE — WHEN TO BE CONCERNED**

- All members of staff, including visiting staff both paid and unpaid should be aware and alert to possible outward signs of abuse or neglect (Appendix 1 - Definitions of abuse and neglect)
- These signs may include one or more of the following:
  - An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given.
  - Frequent injuries even when apparently reasonable explanations are given.
  - Sudden changes in behaviour, performance, or attitude.
  - Anxiety or low self-esteem.
  - Knowledge of sexual matters beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the student’s age.
  - Disclosure of an experience in which the student may have been significantly harmed.

## **4. DEALING WITH A DISCLOSURE**

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but do not make promises, which might be impossible to keep
- Do not promise confidentiality, as the Designated Safeguarding Leader and Principal will need to be informed and it might be necessary to refer the case to the Social Police, Child Protection Centre and KHDA
- Reassure the student that what has happened is not their fault and stress that it was right to talk
- Listen rather than ask direct questions; asking minimal open rather than leading questions
- Explain what has to be done next and who has to be told

## 5. ASSESSMENT AND RECORD KEEPING

- Make notes as soon as possible after the conversation, or if possible during the conversation
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place, any noticeable non-verbal behaviour, and the words used by the student
- Complete Child Protection Concern on iSAMs and immediately see the Designated Safeguarding Leader and Principal (Appendix 7). **Never take any photographic evidence, just record any identified marks/injuries on the body map.**
- Record on a body map (Appendix 7) the site of any injury.
- Record statements and observations, not interpretations or assumptions.
- Complete a 'School Meeting Record Form', which can be found on the Academy Shared Drive.

## 6. UAE REGULATIONS AND SUPPORT

- In the event of an incident occurring, the academy will report it to the relevant authorities as per UAE regulations

## 7. ALLEGATIONS INVOLVING STAFF

- Allegations against any staff, volunteers must be reported to the Principal.
- Any member of staff who has reason to suspect that a student may have been abused by another member of staff, either at the academy or elsewhere, must immediately inform the Principal. A 'School Meeting Record Form' (Appendix 8) must be completed, including whether there was a witness to the incident or allegation.
- In the event of an allegation against the Principal, this should be reported to the Designated Safeguarding Leader who will contact the Chair of Board of Governors/Academy Owner.
- The member of staff will be immediately suspended pending investigation and the academy will inform KHDA in writing within twenty-four hours.
- After an internal investigation, if a member of staff is deemed unsuitable then the academy will inform KHDA immediately.
  - o All necessary actions to end the staff member's ability to work in the UAE will be taken.

## 8. INDEPENDENT SAFEGUARDING AUTHORITY (ISA) AND RELEVANT LOCAL AUTHORITIES

- The Academy undertakes to report to KHDA and the MOI and any other relevant authorities within one month of leaving the academy any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with students.

## 9. GUIDELINES FOR STAFF

- This guidance issued within this policy is for the protection of both staff and students.
- In education, all relationships are founded on trust and mutual respect.
- It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise consequently. Staff also need to sign a confidentiality form.
- Do not let suspicion, disclosure, or allegations of abuse go unreported or unrecorded.
- Do provide access for students to talk to you about any concerns they may have.
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a student alone, always inform another member of staff where you are.
- It is advisable not to close the door of the room.
- Recognise that caution is required in sensitive moments of counseling on matters such as bullying, bereavement or abuse.
- Avoid situations that compromise your relationship with students and are unacceptable within a relationship of trust.
- During coaching of sport, e.g. Gymnastics, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff are advised to avoid transporting any students in a vehicle except in case of an emergency.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with students. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.



- Do not rely on your good name to protect you.
- Do not believe “it could never happen to me”.

#### **10. CONTACT DETAILS FOR OUTSIDE INVOLVEMENT:**

- Ministry of Interior — Child Protection Centre - Telephone hotline (116111)
- Child Protection Centre - CDA Dubai or call 800-988
- 999 — Police services — if a child is in immediate danger or at risk of harm.

#### **11. REQUEST FOR TRANSITION, SAFEGUARDING & CHILD PROTECTION RECORDS**

- In accordance with child protection procedures, it is a requirement that when a pupil changes schools, any child protection records held should be transferred to the new school.
- Dubai Heights Academy will request any child protection records when a child transfers from another school.
- Dubai Heights Academy will respond to requests from other schools with regards to a child transferring from Dubai Heights Academy to another school location, ensuring confidentiality of any documentation shared.

#### **12. OTHER RELATED POLICIES**

- 12.1 Intimate Care Policy
- 12.2 Whistleblowing Policy
- 12.3 Mental Health & Wellbeing Policy
- 12.4 Counseling Policy
- 12.5 E safety Policy
- 12.6 Anti Bullying and Cyber Bullying Policy
- 12.7 Behaviour Policy
- 12.8 Safer Recruitment Policy

## **Appendix 1 - Definitions of Abuse and Neglect**

### **Physical Abuse**

- This may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a student.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a student in their care.

### **Emotional Abuse**

- This is the persistent emotional ill-treatment of a student such as to cause severe and persistent effects on the student's emotional development.
- It may involve conveying to a student that they are unloved, worthless, inadequate, or valued only as far as they meet the needs of another person.
- It may feature expectations, which are age or developmentally inappropriate, being imposed on a student.
- It may involve a student frequently feeling frightened or in danger, or the exploitation or corruption of a student or students.

### **Sexual Abuse**

- Sexual abuse, exploitation, violence or harassment can be perpetrated by someone who is a complete stranger to a child, or by someone a child may know and trust, such as a friend, family member, educator, partner or ex-partner.
- Sexual abuse or exploitation includes any physical, verbal, or visual sexual behaviour between or towards a child or student.
- The term sexual abuse or exploitation also includes a number of sex-related crimes when committed against a child.
- Sexual abuse or exploitation can happen in person or via technology.
- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- Sexual violence is defined by any unwanted sexual act or activity. There are many different kinds of sexual violence, including: rape, sexual assault, sexual harassment, child sexual abuse, rape within relationships, forced marriage, so-called honour-based violence, female genital mutilation, trafficking, and sexual exploitation, amongst others.
- Sexual harassment can come in many forms including stalking, unwanted comments or touching, degrading remarks or jokes, and sexually inappropriate communication by any method including in person, on the phone, via messaging apps and social media. It also includes displaying sexual inappropriate material (such as posting images, videos, comments or links that could be regarded as offensive). This involves forcing or enticing a student or young person to take part in sexual activities, whether or not the student is aware of what is happening.
- The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts.

### **Neglect**

- This is the persistent failure to meet a student's basic physical and/or physiological needs, likely to result in the serious impairment of the student's health or development.
- It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a student from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

The NSPCC (National Society for the Prevention of Cruelty towards Children in the UK) lists some of the signs and behaviours, which may indicate that a student is being abused:

- repeated minor injuries
- students who are dirty, smelly, poorly clothed
- students who appear underfed
- students who have lingering illnesses which are not attended to
- deterioration in school work
- Significant changes in behaviour, e.g. Aggressive behaviour, Severe tantrums

- An air of 'detachment' or 'Don't care' attitude
- Overly compliant behaviour
- A 'watchful attitude' sexually
- Explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the student's age),
- Continual open masturbation
- Aggressive and inappropriate sex play
- A student who is reluctant to go home
- A student who is frequently absent for no apparent reason
- Does not trust adults, particularly those who are close
- 'Stomach pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- Running away from home
- Suicide attempts
- Self-inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between student and adults which are secretive and exclude others
- Pregnancy

## **Appendix 2 - Lost Student Procedure**

- In order to minimise the possibility of a student getting lost, all staff need to be vigilant in maintaining a check on the number of students in their care.
- In addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place.
- This practice will ensure that if a student should go missing, the loss is quickly discovered.
- In the event of a missing student, the loss should be immediately reported to the Principal or a senior member of staff who will then direct the course of action.
- For off site visits a comprehensive Risk Assessment Form must be completed, with (whenever possible) a risk assessment visit to the site by the lead teacher or a member of staff they delegate this responsibility to. All adults on the visit must sign to say they have read the risk assessment sheet and agree to follow it. KHDA approval must also be obtained, and adults included in the supervision ratio must be KHDA approved. Regular headcounts must be completed and supervising adults assigned designated groups they are responsible for.

### **Course of Action**

This will include any or all of the following:

- Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining students.
- Question students.
- Conduct thorough search of the buildings and outdoor area.
- If the student has not been found within 15 minutes, parents should be contacted and possibly also the police.
- Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.



### **Appendix 3 - Late Collection Procedure**

- If a student is not collected at the end of the school day, the student needs to be taken to the allocated designated late student area
- If a student has not been collected after 15 minutes, then parents will be telephoned
- If the parents cannot be contacted and the student is still, there after 30 minutes then the emergency contacts will be telephoned
- The student should not be left alone, or in an enclosed area with just one adult, and should be reassured that the situation will be resolved
- Under no circumstances should a student be allowed to go with another parent without consent from the student's own parent or from the Principal

#### **Late Collection from After School Clubs**

- Staff in charge of after school clubs have a responsibility to ensure that the students in their care are safely collected at the end of the session
- In the event of a student not being collected, the ECA teacher will stay with the student.
- After 15 minutes to allow for normal delay or lateness, the ECA teacher will take the student to the office and contact their parents
- If the parents have not arrived after 30 minutes the ECA teacher will contact the emergency contacts

The ECA teacher will stay with the student until the parents collect them from the academy; the student remains the responsibility of the ECA teacher until their parents or a familiar adult collects them.

#### **Appendix 4 - Intimate Care for Students**

Students do occasionally have accidents or injuries, which necessitate some intimate care. Parental permission will be obtained for assistance to be given should this arise (see Appendix 4b).

It is important to consider two factors when dealing with these situations:

1. Respect the privacy of the student
2. Be aware of the vulnerability of the member of staff assisting the student

The following procedure is designed to create a 'best fit', which takes both factors into account. Ensure parental permission to undertake assistance with intimate care has been given.

- The practitioner dealing with the incident should inform one of the other adults
- Leave doors slightly ajar, but closed enough to give as much privacy as possible
- Try to arrange for other students to use an alternative cloakroom if possible
- Wear disposable latex gloves
- If the student is old enough, ask him/her to remove soiled garments
- Use sealed wipes, or a disposable flannel with antibacterial soap, to wash the student, avoiding any intimate contact
- Use a towel to dry the student, again avoiding any intimate contact; so the towel will need to be laundered after use
- Rinse off the soiled clothes then place them in a plastic bag ready to give to parent or carers at pick-up time

If the situation happens frequently with a particular student, it would be appropriate to discuss toilet training techniques with the parents or carers so that routines are the same at the academy and at home. It may be necessary to suggest that a student takes a few days out of school to re-establish regularity.

Date

Letter of Understanding

Dear Parents,

**Permission Request — Assistance with Changing Clothes/Intimate Care**

We understand that sometimes accidents occur which may mean your child will need to change items of their clothing. We will always ensure that your child is given enough privacy to undertake this themselves and give helpful directions when needed. On occasion they may need a little help. In order to make the situation as stress-free as possible for your child we would like your permission to assist your child if they need help.

Kindly note that

- we will only assist if the child is unable to undress/dress themselves
- we will ensure that any assistance for girls is given by a female member of staff
- in some cases it may be necessary for the School Nurse to give assistance; for instance when a child has soiled themselves. In such cases we will also contact home to request you come and collect your child or agree a care plan for the remainder of the day.

Please complete the permission section (insert link). Thank you for your support.

Yours sincerely

**Ms. Alison Lamb**  
**Principal**



## Appendix 5- Restraint of Students

### Physical Restraint

- Restraint occurs whenever a member of staff, using intentional force, physically restricts a student's movement against his or her will.
- Physical restraint does not include the use of gentle physical prompting or guidance where the student is happy to comply and the aim is to assist him or her to participate appropriately in activities.
- Restraint should only be used in circumstances where there are good grounds for believing that the student is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. Other methods should be considered first. If a child refuses to come through the academy entrance, he/she is the responsibility of the parent/carer, not a member of staff and staff should not interfere unless the student is in immediate danger. **On all occasions, the use of physical restraint should be a last resort. If a child is posing a physical threat, he/she should be placed in a safe, secure area to calm down and the parents contacted.**
- If we are aware that a student is likely to behave in a way that may require physical restraint, a plan on how to respond needs to be in place, should such a situation arise. This plan should be shared with parents and other staff taking account of the academy's policy and legislation.
- There are other situations where physical contact may be necessary e.g. demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some students touching may be unwelcome and misinterpreted despite good intentions.
- If physical restraint is likely to be necessary this should be included in the student's Behavioural Learning Plan, together with information on: De-escalation strategies; the manner in which the student will be held; how support can be summoned if needed; any medical factors to be considered.

### Physical restraint is a procedure for dealing with an unsafe or crisis situation.

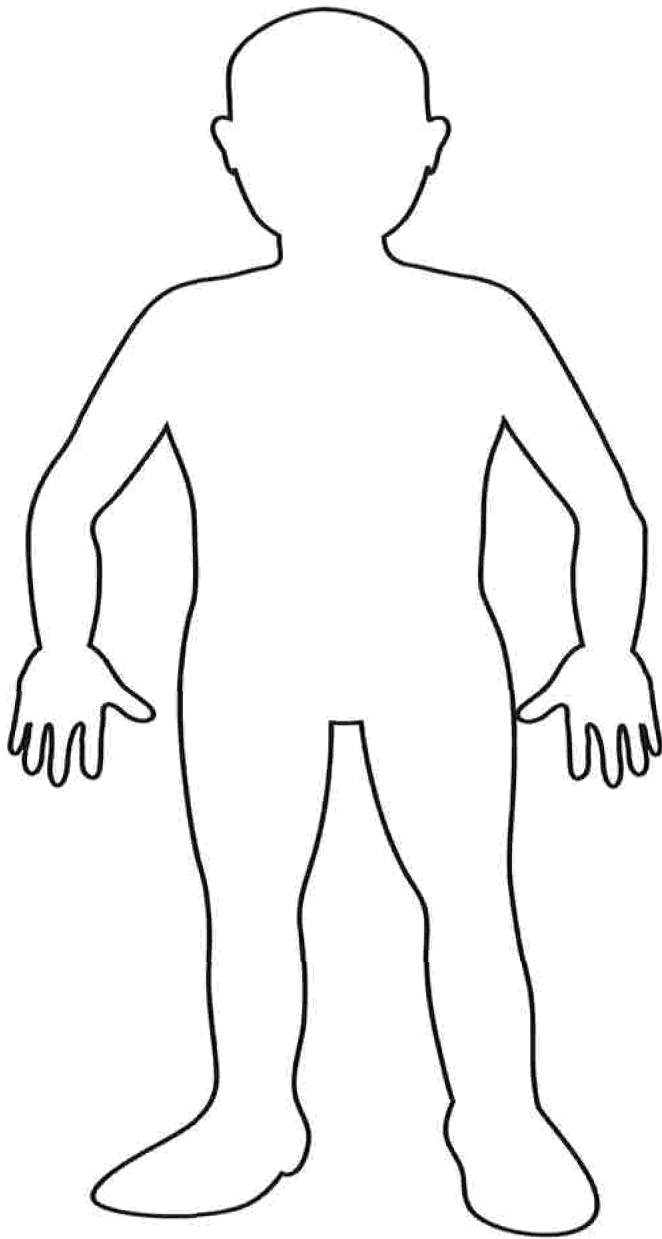
- It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation.
- Deliberate use of physical contact to punish a pupil, because pain, injury, or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation.
- If physical restraint is likely to be necessary, this should be included in the student's Behavioural Learning Plan (BLP) together with information on: de-escalation strategies; the manner in which the student will be held; how support can be summoned if needed; any medical factors to be considered.

### Types of Restraint

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities. There are other situations where:

- Physical contact may be necessary e.g. demonstrating exercises in PE lessons; administering first aid; or offering Comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.
- Physical restraint is a procedure for dealing with an unsafe or crisis situation.
- It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation.
- Deliberate use of physical contact to punish a student, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation.

(Appendix 7)  
Dubai Heights Academy Body Outline  
Please use this sheet to show where marks are on the body



Description of Marks





**Request for Transition, Safeguarding & Child Protection Records**

In accordance with child protection procedures, it is a requirement that when a pupil changes schools, any child protection records held should be transferred to the new school.

As a result of this, we would be grateful to receive any safeguarding or child protection records for the following named pupil(s) who are joining Dubai Heights Academy:

Name of child: \_\_\_\_\_

We would also be grateful if you could forward any disclosures of, or safeguarding concerns related to:

- Self-harm and/or eating disorders
- Bullying / bullied
- Mental health - pupil and/or family
- Referrals to the Abu Dhabi or Dubai Child Protection Center or UK Child Social Services
- General safeguarding concerns
- Transition support documents e.g. IEP, behaviour support plan, Educational Psychologists reports
- 1:1 learning support needs

Please find attached a **Return Form** for you to indicate any areas of concern.

Once completed, please scan and email all pages to the appropriate email address listed below. Any records received will be kept confidentially and only accessed by the Safeguarding Lead, Deputy Safeguarding Lead or member of the Senior Leadership Team.

In order to provide appropriate provision for the child, if there are any particular support or welfare concerns of which we need to be aware, we would be happy to discuss these further. Please request a follow up phone call or email. You will be able to contact us using the following details:

Email: [akeaveney@dubaiheightsacademy.com](mailto:akeaveney@dubaiheightsacademy.com)

Telephone: [04 356 3333](tel:043563333)

With Regards,

Miss. A. Keaveney

Head of Inclusion

Assistant Headteacher

Dubai Heights Academy

Please read the following statements carefully and circle the most appropriate response	Circle or Highlight	
Safeguarding/child protection record for this child	Yes	No
Social/emotional/behavioural issues relating to this child	Yes	No
Demonstrated physical behaviours towards peers or staff in the school	Yes	No
Received additional 1:1 support during their time in this school	Yes	No
Parents were informed about the school's concerns	Yes	No
Demonstrated behaviours or actions that have put him/her or others at risk	Yes	No
Required a learning support plan e.g. IEP, behaviour support plan, therapy/transition plan	Yes	No
Medical reports were made available to the school	Yes	No

If you have answered 'Yes' to any of the above statements please elaborate in detail if appropriate to do so in the space provided below.

Alternatively, we would like to contact you directly if you have indicated that there are any issues or concerns. If you have answered 'Yes' to any of the above statements, please complete the contact information of the relevant member of staff and we will contact you.

Name of school safeguarding lead \_\_\_\_\_

Telephone contact \_\_\_\_\_

Email contact \_\_\_\_\_

Position at your school \_\_\_\_\_

Signed \_\_\_\_\_ Dated \_\_\_\_\_